

MIT PUNE'S VISHWASHANTI GURUKUL

Community Project Guide

Middle Years Programme (MYP-3)



2016

2017

Student Name: _____

Group Members: _____

Supervisor : _____

**Contents**

Contents	Page no
1. Introduction –Community Project	09
2.Aims and Objectives	10
3.Organising Community Project -Requirements	12
i. Role of Supervisor	
ii. Role of Library , media or resource centre	
iii. The language of MYP project	
iv. Academic honesty	
v. Project Time frames	
4.Guidebook For Students	15
i. Service Learning	
ii. Plan sheet	
iii. Investigating	
iv. Global context	
v. Approaches to Learning	
vi. Planning the Project	
vii. Taking Action	
viii. Reflecting	
ix. Presentation	
x. Assessment	
xi. Process Journal	
5. Appendix	
i. Sample Global Context	20
ii. Academic Honesty Form	28
iii. Approaches to Learning	26
iv. Project work plan	31
Acknowledgement	34

COMMUNITY PROJECT GUIDE

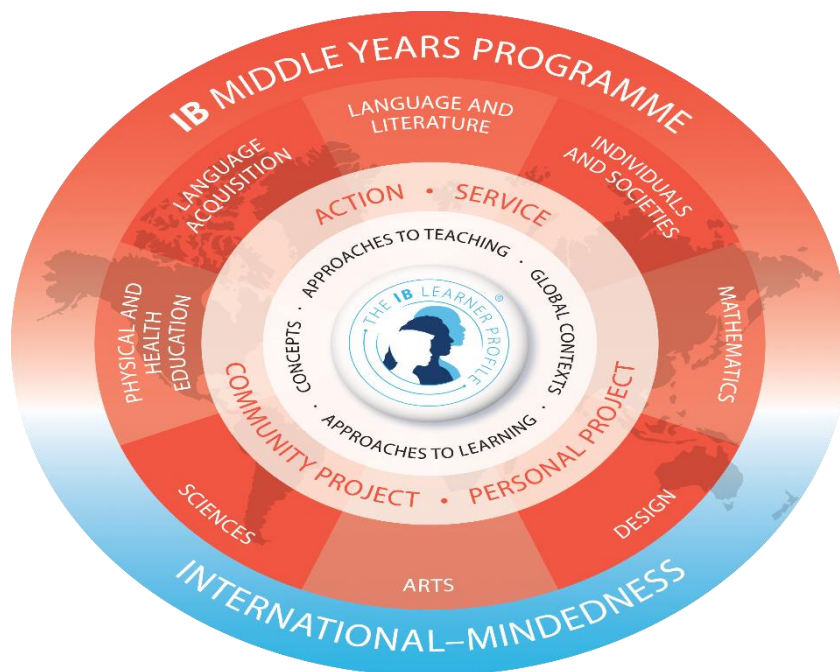


Introduction : Purpose of the Guide

This document provides the framework for the community project in the Middle Years Programme (MYP) with reference to MYP Project Guide and combination with *MYP: From principles into practice*.

The **MYP 3 Community Project** is a major milestone for students to complete in year three of the MYP program at Vishwashanti Gurukul.

The Community Project focuses on service and learning while giving students an opportunity to develop awareness of needs in various communities and address those needs. As a consolidation of learning, the community project engages in a sustained, in-depth inquiry leading to service as action in the community. The Community Project is completed individually or in groups of a maximum of three students. The choice of the topic for the project is made in consultation with an IB teacher who has the responsibility for supervising the development of the project according to the Assessment Criteria (included in attached guide) which is based on International Baccalaureate Organization guidelines.



Middle Years Programme model



AIMS AND OBJECTIVES:

- ❖ The aims state what a student may expect to experience and learn. These aims suggest how the student may be changed by the subsequent learning experience.

The aims of the MYP projects are to encourage and enable students to:

- participate in a sustained, self-directed inquiry within a global context
- generate creative new insights and develop deeper understandings through in-depth investigation
- demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time
- communicate effectively in a variety of situations
- demonstrate responsible action through, or as a result of, learning appreciate the process of learning and take pride in their accomplishments.

- ❖ The objectives of MYP projects encompass the factual, conceptual, procedural and meta cognitive dimensions of knowledge. Table 1 illustrates the distinct and overlapping objectives of the community project

A .INVESTIGATING

- i. define a goal to address a need within a community, based on personal interests
- ii. identify prior learning and subject-specific knowledge relevant to the project
- iii. demonstrate research skills

USE THESE QUESTIONS TO HELP GUIDE YOUR PRESENTATION:

- What was the goal and why did you choose it?
- Define your community.
- What did you already know and what did you learn? How did that help you?
- Did you use what you learned in any of your subjects/classes?

B.PLANNING

- i. develop a proposal for action to serve the need in the community
- ii. plan and record the development process of the project
- iii. demonstrate self-management skills

- This portion will be assessed through the Action Proposal and Personal Agreement, Mentor Meetings, Process Journals, as well as other anecdotal and observational data.

C. TAKING ACTION

- i. demonstrate service as action as a result of the project
- ii. demonstrate thinking skills
- iii. demonstrate communication and social skills

USE THESE QUESTIONS TO HELP GUIDE YOUR PRESENTATION:

- What did you do?
- How did it go?
- What were your results? Did you have to make any changes along the way?
- Did you interact with anyone in your community?
- Describe any interactions. What would you do differently and why?

D. REFLECTING

- i. evaluate the quality of the service as action against the proposal
- ii. reflect on how completing the project has extended their knowledge and understanding of service learning
- iii-reflection on the development of ATL skills.

USE THESE QUESTIONS TO HELP GUIDE YOUR PRESENTATION:

- What advice would you give others about doing a service project?
- What ATL skills did you develop?
- What worked well with your project?
- What does service mean to you after completing the project?
- Would you do another service project and what would it be?
- How was your project received by others?

NOTE: The above program objectives and questions may be used to guide discussions at Supervisor's meetings .



Organising Community Project Requirements

- Students must complete their Community Project by end of MYP 3
- They are expected to spend approximately 15 hours on their community project.
- The Community Project may be completed individually or collaboratively in groups of no more than three students.

The role of staff:

- The school Project coordinator is appointed within to manage the implementation, organization and management of the projects in the school.
- Each student or each group of students who have decided to work together, has a supervisor.
- Students approaching a supervisor of their own choose.
- Supervisors decide from a list of projects proposed by students.
- School assigns supervisors to students randomly or based on specific scheduling demands.

The supervisors' responsibilities are to:	Students should receive information and guidance that includes:
<ul style="list-style-type: none">• ensure the chosen MYP project topic satisfies appropriate legal and ethical standards with regard to health and safety, confidentiality, human rights, animal welfare and environmental issues• provide guidance to students in the process and completion of the project• confirm the authenticity of the work submitted• assess the MYP project using the criteria in this guide• participate in the standardization of assessment process established by the school	<ul style="list-style-type: none">• guidelines about the MYP project• a timetable with deadlines• the assessment criteria for the project• advice on how to keep and use a process journal• the importance of personal analysis and reflection• formative feedback• requirements for academic honesty.

The role of the library, media or resource centre

The library, media or resource centre is a key resource for students, and the involvement of the librarian or resource specialist in the process of completing the project is recommended. The librarian or resource specialist will be able to assist students with research skills, locating and sourcing resources, as well as contributing in other areas such as referencing and completing bibliographies.

The language of MYP projects:

Community Project should be presented in the school's language of instruction i.e English. However, a student has the option to report their Community Project in their best or preferred language, which may or may not be their mother tongue or language of instruction of the school.

Academic honesty

For MYP Community Project, students and their supervisors must use the academic honesty form provided by the IB to note their meeting dates and the main points discussed and to declare the academic honesty of work.

The form can be found in the Appendix of this guide.

Only three meeting dates need to be entered; in most cases, meetings selected for entry are at the start of the project, in the middle of the project and at completion of the project.

The final declaration must be signed by the student and the supervisor on submission of the final report or presentation.

[page- 29]

Time frames for completing Community Project:

Students are expected to spend approximately 15 hours on their Community Project.

This time includes:

- meeting with supervisors
- independent learning through research, planning, development and completion of the project
- reporting of the project.



2016 -17 TIME LINE

Specifics of the meeting	Duration
Ice breaker MYP Community Project Assembly	8th July 2016
Action Proposal and Project Agreement	15th July 2016
Community Project – Stage 1- Investigating (A)	22nd July 2016
Community Project – Stage 2- Planning (B)	29th July 2016
Community Project – Stage 3- Taking action (C)	19th August 2016
Community Project – Stage 4- Reflecting (D)	9th Sept 2016
FINAL REVIEW DATE (see list below) Share and get feedback from peers in class	23rd Sept 2016
Completion of Project <ul style="list-style-type: none"> ➤ In class presentation (during Homeroom) ➤ Hand in: <ul style="list-style-type: none"> • process journal extracts (individual project: 6-10) group project:10-15 (each member contributes an equal number of extracts) • MYP projects academic honesty form • Any supporting visual aids used during presentation • Bibliography /sources 	11th Nov 2016
Community Projects Presentation Fest (Invite extended to : Parents and the entire learners community)	14th Nov 2016 On Children's Day .



GUIDE BOOK FOR STUDENTS

Inquiry into the MYP project

Introduction

The COMMUNITY PROJECT encourages students to explore their passion in serving the community, encouraging them to know their rights and responsibilities as a global citizen. Through a community service project a student has the curiosity to inspire change in one’s community or environment. It is a platform to affect change around them whether it is a group, class, school, city, ecosystems, state, country or a global platform. Welcome to the Community Project. Student will have to spend a minimum 15 hours on their project.

The MYP Community Project consists of three components.

Community Project component	How it is assessed
Focus on service as action	Evident in the presentation
Process journal	A selection of extracts in appendices of the report
Presentation	The content of the report assessed using all four criteria

Community Project: Service Learning

In the Community Project, action involves a participation in *service learning* (service as action).

Students evolve through the service learning process, they may engage in one or more types of action.

- **Direct service:** Students have interaction that involves people, the environment or animals. Examples include one-on-one tutoring, developing a garden alongside refugees, or teaching dogs behaviours to prepare them for adoption.
- **Indirect service:** Though students do not see the recipients during indirect service, they have verified that their actions will benefit the community or environment. Examples include redesigning an organization’s website, writing original picture books to teach a language, or raising fish to restore a stream.
- **Advocacy:** Students speak on behalf of a cause or concern to promote action on an issue of public interest. Examples include initiating an awareness campaign on hunger in the community, performing a play on replacing bullying with respect, or creating a video on sustainable water solutions.
- **Research:** Students collect information through varied sources, analyse data and report on a topic of importance to influence policy or practice. Examples include conducting environmental surveys to influence their school, contributing to a study of animal migration patterns, or compiling the most effective means to reduce litter in public spaces.

The objective of investigating requires students to make choices in the focus of their project. Students should follow a series of procedures to identify the focus. They will need to:

- define a **goal** to address a need in the community, based on their personal interests
- identify the **global context** for the community project
- develop a **proposal for action** for the community project.

In situations where students choose to work in groups, the goal is defined collaboratively.

Investigating:

It involves taking an inventory of student interests, skills and talents to be used in considering opportunities. This analysis requires gathering information about the identified need through action research that includes use of varied approaches: media, interviews of experts, survey of varied populations, and direct observation/personal experiences. During this phase, you will need to identify the need within the community.

- Use this chart to help. Each column represents a different “community.” Use the space provided to brainstorm the needs in each of those areas. Some needs may fit in several categories.
- Once you have completed the chart, narrow your choices down to two or three ideas.
- Ask yourself: Which one do I feel most passionate about? How can I help address the need?
- Complete the Community Project Plan sheet.

School	Local Neighbourhood County	State	National	Global
Ex. Bullying, poverty	Ex. Hunger, crime, domestic violence,	Ex. Environment	Ex: homelessness, child abuse	Ex. Lack of clean water

INVESTIGATING

What is the goal to address the need you decided on?

Some examples of goals are:

- to raise awareness
- to participate actively
- to research
- to inform others
- to create/innovate
- to change behaviors
- to advocate

Identify the Global Context your project is related to.

Global contexts direct learning towards independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP projects can develop meaningful explorations of:

- identities and relationships
- orientation in space and time
- personal and cultural expression
- scientific and technical innovation
- globalization and sustainability
- fairness and development.

Consider the following questions as you choose a global context through which to focus their project.

- What do I want to achieve through my project?
- What do I want others to understand through my work?
- What impact do I want my project to have?
- How can a specific context give greater purpose to my project?

When organizing fund raising campaigns or events for an organization, you will explore the challenges that the organization address, such as pollution, climate change, endangered species, health, education, housing, food, human rights, minority rights, immigration, culture, arts, communication. Therefore, the global context for the project will often be determined by the organization's cause.

The choice of the global context will significantly shift the perspective of the MYP project.

(Page 20 -21)



Approaches to Learning Skills

ATL skills are the skills students use to “learn how to learn.” You are already using many of the skills, but didn’t know what they were called. Think about how you are using these as you go through your project. Include them in your process journal.

(see page: 26)

Planning the Project

➤ **Develop a proposal for action for the project**

When you are clear on what you want to achieve and the service as action of your project, you will need to propose an action plan. What are some specific tasks or activities you can do develop your project? You can use checklists, rubrics, timelines, flow charts or other strategies to prepare their proposal.

Your proposal should include designing, problem-solving, decision-making or investigative activities. Proposals should be achievable based on the time and resources available. Do not come up with a proposal that takes too much time, is difficult to follow through, or costs too much money to implement. On the other hand, do not choose projects that are too simplistic.

➤ **Research**

Now it’s time to begin your research. Remember to look for reliable online sources. Don’t forget interviews with individuals involved in whatever your project is related to can offer valuable information and insight.

As you complete your research, make sure to keep track of all of your sources.

Add these to your process journal.

TAKING ACTION

Once you have determined the need, your goal, and have planned what you are going to do, it is time to put it into action.

- Is it a one day event? Will it take a few weeks?
- Where will the event take place? Where will the drop-off location be?
- How will you get the word out? Do you need posters made? Do you want to include write ups in the Gurukul Newsletter?
- What supplies do you need?

Continue writing in your process journal.

REFLECTING

Congratulations! You made it. This is the final stage of your project. This is where you will actually present your project to an audience and wrap up everything you have done. This step includes the following:

- Evaluate the quality of service as action against the proposal
- Reflect on learning
- Prepare, then complete oral presentation
- Select the extracts from the process journal to submit
- Complete the bibliography
- Complete the academic honesty form

PRESENTATION

At the end of the community project, students present their project in front of an audience

- For an individual student presentation, the time allocated is 6–10 minutes.
- For a group presentation, the time allocated is 10–14 minutes.

Students choosing to complete the project in groups will present the project as a group, but each group member should have the opportunity to speak during the course of the presentation.

At the time of the presentation, students must submit to the community project supervisor:

- a completed academic honesty form for each student
- the proposal for action
- process journal extracts
- any supporting visual aids used during the presentation
- bibliography/sources.

In addition to the oral presentation, students are also required to create a tri-fold project board to showcase the project. This is a student chance to be creative. Student need to include the following:

- Project name
- Description of project
- Visuals (photographs, graphs, etc.)
- Research
- Bibliography
- Reflection



Sample Global Contexts (source: IBO and Vishwashanti Gurukul)

Global context	Examples of community projects	Set examples
<p>Identities and relationships</p> <p>Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.</p>	<p>Laughter therapy campaign in children’s hospital or elder care home</p> <ul style="list-style-type: none"> • Tutoring classes providing additional or special instruction to primary school students • Researching the effects of cola drinks on digestion and developing a campaign to promote healthy choices available from school vending machines 	<ul style="list-style-type: none"> • Reach out campaign for the old age home and elder care home. • Tutoring an under privileged class of society regarding health and hygiene. • Speak project : Radio show to raise awareness about the subject of sustainable development among the youth generation in order to get them engaged in the process of helping and creating projects targeted at achieving the goals on a local and international level.
<p>Orientation in space and time</p> <p>Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations from personal, local and global perspectives.</p>	<p>Joining a museum or historical society in the community to contribute to maintaining, restoring, and recovering local history</p> <ul style="list-style-type: none"> • Making a plan for wheelchair accessibility • Inspired by lack of facilities in the local community, seeking to improve the facilities for young people by producing an article for the school magazine summarizing the problem and possible solutions 	<ul style="list-style-type: none"> • Inviting religious community leaders in school to help in connecting with the divine self. Promoting self awareness and moral values. • Tutoring classes for the kids at the construction sites or Adopting a local school.
<p>Personal and cultural expression</p> <p>Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>	<p>Improving the environment in the local hospital by designing and creating a series of pictures to hang in the corridors</p> <ul style="list-style-type: none"> • Performing a theatre play to raise awareness on bullying • Promoting intercultural understanding through a graffiti contest 	<ul style="list-style-type: none"> • Sing-along programme for old age home. • Donating talent- Show casing various talents through cultural programme for fund raising and spending the amount for the welfare of orphanage.

<p>Scientific and technical innovation</p> <p>Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.</p>	<p>Helping a local community make an efficient, low-cost use of energy-powered devices</p> <ul style="list-style-type: none"> • Developing a programme to promote the use of wind energy for domestic devices • Campaigning to reduce paper use and to promote recycling • Campaigning to reduce water, electricity or fuel waste 	<ul style="list-style-type: none"> • Making a plan to introduce technology to a local school. • Educating people to use alternative energies in the villages adopted. • Donate books and useful stuff like school bags, pencil boxes , etc for Goal 1,2,3,4
<p>Globalization and sustainability</p> <p>Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.</p>	<p>Campaigning to raise awareness and reduce plastic straw waste use</p> <ul style="list-style-type: none"> • Passing a plan to local authorities for tree planting in an area in need of re-greening • Creating a school or community garden 	<ul style="list-style-type: none"> • Make a list of ways in which people show disrespect for mother Earth. Make another list of things we can do to show mother Earth our respect. (Answer in the form of poster, take pictures and paste it.)by Go green • Preparing recycle bags and sensitizing people about plastic hazard. Land filling Project- Refilling the unused land with waste and restoring MUST-One Drop Project on Sustainable access to safe water, hygiene practice in village
<p>Fairness and development</p> <p>Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.</p>	<p>Campaigning for fair-trade awareness</p> <ul style="list-style-type: none"> • Contributing to educational opportunities, for example, supporting a local non-governmental organization that works on literacy in our town • Addressing the concerns of immigrants and migrant populations 	<ul style="list-style-type: none"> • Sports camp- Training and organizing a friendly match with the local school.(P&H Ed) • Raising money for rebuilding of a disaster hit area by arranging an ice cream cone sale,



Assessment criteria: Years 3 or 4

Criterion A: Investigating

Maximum: 8

In the community project, students should:

- i. define a goal to address a need within a community, based on personal interests
- ii. identify prior learning and subject-specific knowledge relevant to the project
- iii. demonstrate research skills.

Achievement level	Level descriptor
0	Students do not achieve a standard described by any of the descriptors below.
1–2	Students: <ol style="list-style-type: none"> i.) state a goal to address a need within a community, based on personal interests, but this may be limited in depth or accessibility ii.) identify prior learning and subject-specific knowledge, but this may be limited in occurrence or relevance iii.) demonstrate limited research skills.
3–4	Students: <ol style="list-style-type: none"> i. outline an adequate goal to address a need within a community, based on personal interests ii. identify basic prior learning and subject-specific knowledge relevant to some areas of the project iii. demonstrate adequate research skills.
5–6	Students: <ol style="list-style-type: none"> i. define a clear and challenging goal to address a need within a community, based on personal interests ii. identify prior learning and subject-specific knowledge generally relevant to the project iii. demonstrate substantial research skills.
7–8	Students: <ol style="list-style-type: none"> i. define a clear and highly challenging goal to address a need within a community, based on personal interests ii. identify prior learning and subject-specific knowledge that is consistently highly relevant to the project iii. demonstrate excellent research skills.



Criterion B:

Planning

Maximum: 8

In the community project, students should:

- i. develop a proposal for action to serve the need in the community
- ii. plan and record the development process of the project
- iii. demonstrate self-management skills.

Achievement level	Level descriptor
0	Students do not achieve a standard described by any of the descriptors below.
1–2	Students: <ol style="list-style-type: none"> i. develop a limited proposal for action to serve the need in the community ii. present a limited or partial plan and record of the development process of the project demonstrate limited self-management skills. iii. demonstrate limited self-management skills
3–4	Students: <ol style="list-style-type: none"> i. develop an adequate proposal for action to serve the need in the community ii. present an adequate plan and record of the development process of the project iii. demonstrate adequate self-management skills.
5–6	Students: <ol style="list-style-type: none"> i. develop a suitable proposal for action to serve the need in the community ii. present a substantial plan and record of the development process of the project iii. demonstrate substantial self-management skills.
7–8	Students: <ol style="list-style-type: none"> i. develop a detailed, appropriate and thoughtful proposal for action to serve the need in the community ii. present a detailed and accurate plan and record of the development process of the project iii. demonstrate excellent self-management skills.



Criterion C: Taking action

Maximum: 8

In the community project, students should:

- i. demonstrate service as action as a result of the project
- ii. demonstrate thinking skills
- iii. demonstrate communication and social skills.

Achievement level	Level descriptor
0	Students do not achieve a standard described by any of the descriptors below.
1–2	Students: <ol style="list-style-type: none"> i. demonstrate limited service as action as a result of the project ii. demonstrate limited thinking skills iii. demonstrate limited communication and social skills.
3–4	Students: <ol style="list-style-type: none"> i. demonstrate adequate service as action as a result of the project ii. demonstrate adequate thinking skills iii. demonstrate adequate communication and social skills.
5–6	Students: <ol style="list-style-type: none"> i. demonstrate substantial service as action as a result of the project ii. demonstrate substantial thinking skills iii. demonstrate substantial communication and social skills
7–8	Students: <ol style="list-style-type: none"> i. demonstrate excellent service as action as a result of the project ii. demonstrate excellent thinking skills iii. demonstrate excellent communication and social skills.



Criterion D: Reflecting

Maximum: 8

In the community project, students should:

- i. evaluate the quality of the service as action against the proposal
- ii. reflect on how completing the project has extended their knowledge and understanding of service learning
- iii. reflect on their development of ATL skills.

Achievement level	Level descriptor
0	Students do not achieve a standard described by any of the descriptors below.
1–2	Students: <ul style="list-style-type: none"> i. present a limited evaluation of the quality of the service as action against the proposal ii. present limited reflections on how completing the project has extended their knowledge and understanding of service learning iii. present limited reflections on their development of ATL skills.
3–4	Students: <ul style="list-style-type: none"> i. present an adequate evaluation of the quality of the service as action against the proposal ii. present adequate reflections on how completing the project has extended their knowledge and understanding of service learning iii. present adequate reflections on their development of ATL skills.
5–6	Students: <ul style="list-style-type: none"> i. present a substantial evaluation of the quality of the service as action against the proposal ii. present substantial reflections on how completing the project has extended their knowledge and understanding of service learning iii. present substantial reflections on their development of ATL skills.
7–8	Students: <ul style="list-style-type: none"> i. present an excellent evaluation of the quality of the service as action against the proposal ii. present excellent reflections on how completing the project has extended their knowledge and understanding of service learning iii. present detailed and accurate reflections on their development of ATL skills.



Approaches to learning

- MYP Community Project is culminating activity through which students present, in a truly personal way, their development of ATL skills. ATL skills that students have developed in subject groups will prepare them for working more independently and developing an MYP project over an extended period of time. Students will demonstrate how they have met the objectives through their presentation or report at the end of the project. They will be expected to communicate clearly, accurately and appropriately, utilizing communication, organization and reflection as ATL skills.
- The first table below is a model of possible alignment between ATL skills and community project objectives. There is also a column for students to communicate evidence of the ATL skills demonstrated throughout the project. It is important to realize that ATL skills work across all stages of MYP projects, often overlapping throughout the projects.

Community Project Objectives	ATL Skill Clusters	Evidence that I demonstrated this:
Objective A: Investigating	<ul style="list-style-type: none"> • Collaboration • Critical thinking • Creative thinking • Affective Skills 	
i. Define a goal to address a need with in a community, based on personal interests		
ii. Identify prior learning and subject-specific knowledge relevant to the project iii. Demonstrate research skills		
Objective B: Planning	<ul style="list-style-type: none"> • Collaboration • Organization • Critical thinking • Creative thinking • Affective Skills 	
i. Develop a proposal for action to serve a need in the community		
i. Plan and record the development process of the project ii. Demonstrate Self-Management Skills	<ul style="list-style-type: none"> • Collaboration • Organization • Reflection • Affective Skills 	
Objective C: Taking Action	<ul style="list-style-type: none"> • Organization • Critical thinking • Creative thinking • Affective Skills 	
i. Demonstrate service as action as a result of the project		

ii. Demonstrate thinking skills iii. Demonstrate communication and social skills	<ul style="list-style-type: none"> • Communication • Collaboration • Critical thinking • Creative thinking • Transfer 	
Objective D: Reflecting	<ul style="list-style-type: none"> • Communication • Reflective • Affective Skills 	
i. Evaluate the quality of the service as action against the proposal ii. Reflect how completing the project has extended their knowledge and understanding of service learning iii. Reflect on their development of ATL(Approaches to Learning)skills		

Meeting 3

Student:

Supervisor:

Supervisor's comment

Student declaration

I confirm that this work is my own and this is the final version. I have acknowledged, in the body of my work, each use of the words, work or ideas of another person, whether written, oral or visual (hard copy and/or electronic materials).

Student's Signature

Date :

Supervisor declaration

I confirm that, to the best of my knowledge, the material submitted is the authentic work of the student

Supervisor's signature

Date:



BIBLIOGRAPHY

A bibliography is a list of sources that you have referred to in your text. It is placed on a new page at the end of your document. Alphabetize your bibliography by the last name of the author, or by the title if no author name is given. Include the publication medium at the end of each entry. Listed below are some of the more common bibliographical types of sources based on MLA (Modern Language Association) style.

➤ BOOK

- One author: Author(last name first).Title of Book(italicized).City: Publisher, Date of Publication. Medium.
- Two or three authors: First author– last name first; other author(s)–first name, then last name.
- E-book: Author(last name first).Title of Book. City: Publisher, Date of Publication, Title of Database or Website.

➤ REFERENCE BOOK OR ENCYCLOPEDIA

- Author's name (if signed);Title of entry(if unsigned).Print Source. City: Publisher,Date of Publication. Medium.

➤ MAGAZINE OR NEWSPAPER

- Author(last name first).“Name of article. “Print source(italicized)Date printed: page (s).Medium.

➤ GOVERNMENT DOCUMENT

- Print: Country or Province. Name of Government Agency. Title. Place of Publication: Publisher, Year. Medium.
- Internet: Country or Province. Name of Government Agency.“Title of Document.” Name of Website.Nameofinstitution/organizationaffiliatedwithsite,documentdate. Medium. Date you accessed it.

➤ WEBSITE

- Entire Website: Author Last name, First name (if available).Name of Site. Name of institution/organization affiliated with site(sponsor or publisher),date site was created (if available or n.d.[no date]).Medium. Date you access edit.
- Page/Document on a Web site: Author(if available).“Title of Page.”Name of Site. Name of institution/organization affiliated with site (sponsor or publisher),Date(if available).Medium. Date you accessed it.

➤ ON-LINE ARTICLE

Author. "Title of Article." Name of Magazine. Name of Publisher ,Day Month Year: Pages(or n.p .[no page number]).Medium. you accessed it.

Date

COMMUNITY PROJECT GUIDE



PROJECT WORK PLAN

Project Goal:			
Group Members:			
In-class presentation:			Due Date:

What needs to be done?	Who will do this part?	By when?	Done



Process Journal

Documenting the process :

The *process journal* is a generic term used to refer to the record of progress maintained by the student throughout the project. However, it is your choice as to how you will maintain that record. It can be written, visual, audio or a combination of these, and it may include both paper and electronic formats. In the use of electronic/digital media, you are strongly advised to make digital copies of your journals or to transmit copies of your journals to an online storage site.

You are not restricted to any single model of recording your process journals but are responsible for producing evidence of addressing the four objectives to demonstrate achievement at the highest levels of the criteria.

The process journal is:	The process journal isn't:
<ul style="list-style-type: none"> • used throughout the project to document its development • an evolving record of intents, processes, accomplishments • a place to record initial thoughts and developments, brainstorming, possible lines of inquiry and further questions raised • a place for recording interactions with sources, for example teachers, supervisors, external contributors • a place to record selected, annotated and/or edited research and to maintain a bibliography • a place for storing useful information, for example quotations, pictures, ideas, photographs • a means of exploring ideas and solutions • a place for evaluating work completed • a place for reflecting on learning • devised by the student in a format that suits his or her needs • a record of reflections and formative feedback received. 	<ul style="list-style-type: none"> • used on a daily basis (unless this is useful for the student) • written up after the process has been completed • additional work on top of the project; it is part of and supports the project • a diary with detailed writing about what was done • a static document with only one format.



Selecting process journal extracts

Students need to carefully select evidence from their process journals to demonstrate development in all criteria. Students will need to submit these as part of your report at the conclusion of the project.

If you are working individually you will need maximum of 10 individual extracts to represent the key developments of the project. If you are working in a group you will submit a maximum of 15 process journal extracts. These will show how you have addressed each of the objectives.

An extract may include:

- visual thinking diagrams
- bulleted lists
- charts
- short paragraphs
- notes
- timelines, action plans
- annotated illustrations
- annotated research
- artifacts from inspirational visits to museums, performances, galleries
- pictures, photographs, sketches
- up to 30 seconds of visual or audio material
- screenshots of a blog or website
- self and peer assessment feedback.

If you have any materials directly relevant to the achievement of the project like questionnaires or surveys, you should include them as well.

Acknowledgment:

- Website: www.ibo.org
- **MYP: From principles into practice** For use from September 2014/January 2015
- *Projects guide* -For use from September 2014/January 2015
- *LAMAR LOUISE CURRY MIDDLE SCHOOL- Community Project Guide*
- *Lee Middle School- Community Project Guide*